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ABSTRACT

This introduction to the Texas A & I Bilingual Bicultural Child Development Associate (CDA) Training Program curriculum, a competency based early childhood training program for teachers in bilingual-bicultural preschool education, explains the rationale for the curriculum, describes the curriculum, and provides a brief teacher trainer's guide. The curriculum, contained in six supplementary volumes, was developed for training child care workers teaching Spanish dominant migrant children, age 3 to school entrance age, in South Texas. The need for bilingual-bicultural preschool education for this population is discussed. An overview of the curriculum, consisting of 18 modules organized around the six major CDA competencies, is given. Learning modules are described, and the kinds of skills to be learned by the teacher in each module are outlined. A brief guide explaining how the trainer is to use the curriculum and samples the curriculum and samples of forms to assess the trainee's progress are included. (BH)

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BILINGUAL BICULTURAL CHILD DEVELOPMENT ASSOCIATE RAINING PROGRAM

A Competency Based Training Program for Preschool Child Care Givers

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TEXAS A&I UNIVERSITY
KINGSVILLE, TEXAS

INTRODUCTION

June 1978

PS010438

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PREFACE

Educational research has shown the importance of early childhood education. It has also shown the need for competent childcare givers. The educational needs of non-English speaking children are many and complex; therefore, the need for qualified bilingual-bicultural child-care givers is essential to the meeting of the non-English speaker's needs.

Research has revealed that most non-English speaking children possess intellectual, social, and affective strengths different from most English speaking children, and that they benefit from educational programs that build upon their strengths through development of the child's self-awareness, self-esteem, and cultural pride.

The Texas A&I Bilingual Bicultural Child Development Training Program is a competency based Early Childhood training program for teachers working in bilingual-bicultural programs should possess. The is approach is bilingual, with some materials being presented in both Spanish and English.

The effectiveness of program materials has not been evaluated at every step of the development process (i.e. design test, pilot test, and field test). Evaluations at the pilot test and field test stages have yet to be completed and appropiate changes and improvements need to be made in the curriculum.

The Bilingual-Bicultural CDA Program is part of the Texas A&I University total effort to serve the total community, with the initial focus upon specific segments of the the population of South Texas.

ACKNOWLEDGMENTS

A number of institutions have contributed to the development of the Texas A&I Bilingual Bicultural CDA Program. This training program was originally begun under a grant from the Texas Department of Community Affairs Office of Early Childhood Development. The Bilingual Bicultural Program has been supported in part by contracts with the Office of Child Development and the Texas Migrant Council.

No program of this magnitude can come to a successful termination without the dedication of a large number of professionals. Recognition is extended to former CDA Director, Robert Medrano, under whose able leadership the CDA Project evolved culminating in the development of the total curriculum presented here. Recognition for continued performance in development of curriculum is also extended to the CDA Staff members: Socorro Rivas, Valeska Blissenbach, Dolores Davila, Candelario Huerta, Deborah Thurston, and Ana Garza. Other professionals involved in the development of the curriculum on a consultant basis were Deborah Rose Canales, Sharon Terry, Juan Huerta, Nicolas Quezada, and Maria Elena Villareal. Special gratitude is extended to Dr. Theresa Escobedo whose technical assistance in revision and editing proved invaluable.

Thanks and appreciation are also due to Esperanza Medina-Spyropoulos and other personnel of Development Associates, Inc. for their advice and help in training and technical assistance.

Dominic J. Mastrapasqua, Director of OCD Indian and Migrant Programs Division and Hank Aguirre, Coordinator of Migrant Programs gave valuable support in both curriculum and staff development efforts.

Grateful recognition for continued support and guidance is extended to Soledad Arenas, Director of Head Start Strategy for Spanish Speaking Children at the Office of Child Development.

For pilot testing, appreciation is recognized to the administrators and teachers of the Texas Migrant Council. Special thanks are due in particular to Oscar Villarreal, Director; Onesimo Castillo, Assistant Director; Eliazar Cuellar, Area Coordinator; and Raymundo Lleverino, Area Coordinator.

A special vote of thanks to Jerry Bogener, Director of Continuing Education, for continuously providing encouragement and support. A sincere and grateful recognition for continued superior performance is extended to our secretaries, Rosalinda Reyna, Glenda Villarreal, and Linda Carmona. Many others have also given devoted service; to them grateful appreciation is sincerely extended.

Noe Flores
CDA Director
Texas A&I University

ABOUT THE CURRICULUM

RATIONALE

Introduction

Numerous educators and other experts in the field of early childhood development and education are in agreement that the first six years of life comprise the most significant period in terms of a child's development and future learning prospects. A child who receives proper care and attention during this crucial period will mature into a well-adjusted, happy adult while a child who does not receive such care often has difficulty in adult years.

Although the significance of the first six years in recognized, little attention is directed toward the individuals who are working with children, ages three to the compulsory school attendance age. In particular, the area served by Texas A&I University has been a rapid increase in the number of programs providing child development and education services for this age group. As a result, larger numbers of individuals, without adequate training, are being pressed into service as educators and supervisors of young children this important developmental stage.

Even more disheartening is the fact that a great number of children from the South Texas area are Spanish-speaking and enter preschool educational thrust demands that children conceptualize in English, these youngsters are at a double disadvantage. Not only will they be involved in inadequate developmental education program but they will also be expected to learn via the English language in which they have had little or no experience.

The emotional impact children experience when confronted with the unfamiliar has been well documented. Fear of the unknown is a characteristic common to children of the preschool age. Therefore, attention must be given to the child who enters a preschool program speaking a language other than English.

Children need to use their native language in order to build conceptual understanding and to develop a sense of self-worth and cultural pride. The transpiration of positive social relationships also has a direct relationship with the child's use of his first language. It is clear that cultures differ from one another in their social expectations, values, customs and general social patterns of behavior. If a child is discouraged from using his native language, he will tend to view himself and his culture as undesirable. Consequently, his social interactions will be adversely affected.

In order to develop within the child a sense of pride and an appreciation for cultural difference, as well as similarities, it is imperative that teachers have an understanding of teaching techniques and material that enhance the integration of school life with the child's experiences at home. This necessitates a Bilingual/Bicultural approach to development education practices. Through a Bilingual/Bicultural approach children learn the English language and yet do not lose the cultural heritage that is an integral part of their home lives.

It should be noted, however, that Bilingual/Bicultural education can function properly only if the staff is adequately trained in the practices and procedures of this approach. It is not enough for a teacher to simply speak the child's native language. If positive development is to be fostered, the staff must also understand early childhood development and education as well as strategies for advancing language comprehension in the first and second language. This requires training.

Geographical Area and Population Served

Because of its location in extreme South Texas in the city of Kingsville, Kleberg county, much of the geographical area, which is populated by families categorized in the lower socio-economic levels, is served by Texas A&I University. More than one-half of the public school students in the area have Spanish sur-names

and hundreds of these enter early childhood program or public schools not being able to communicate in English. A large percentage of children from this area could be classified as educationally deprived upon entry to grade one.

Texas A&I University in Kingsville is one of three major campuses of the Texas A&I University system serving the area of South Texas with an approximate current enrollment of 8,900 students. Total enrollment of the Kingsville campus in the Fall of 1974 was 6,798 students, the Spring of 1975 included 6,968 enrollees.

Although within the Texas A&I University Systen and particularly at Texas A&I University in Kingsville there are students from over thirty foreign countries, over half of the countries in the State of Texas, and from twenty states in the United States, over 60% of the student body comes from some thirty counties South Texas. These counties are found in a line from Del Rio through San Antonio east to Victoria and the Gulf Coast, and south to Brownsville. Seventy-seven percent of all students come from eleven countries in the extreme southern section of the state.

It is estimated that over half of the enrolled student population is bilingual. The bilingual population of the town and cities in this segment of Texas would range from approximately 40% to over 90%. According to a county population report of January 1971 from the Texas Legislative Council, the population of the forty-one counties in South Texas served by the Texas A&I University System is 2,064,921. A substantial number is actively bilingual.

Texas A&I University was funded in January, 1973, by the Texas Department of Community Affairs, Office of Early Childhood Development in Austin, Texas to operate a pilot project for the training of thirty (30) Child Development Associate. With additional funding, the University expanded its program to include four additional com-

ponents. Two of these components were located in Corpus Christi area, one in McAllen area and one in the Wintergarden region.

Texas A&I was operating five programs in the following cities:

·Original Pilot Training Program 1973-1975 OECD

Kingsville	Falfurrias
Robstown	Premont
Alice	Corpus Christi
Bishop	

·Corpus Christi Projects 1973-1975 OECD

Corpus Christi	Mathis
Taft	Orange Grove
Sinton	

·Wintergarden Project 1974-1977 Texas Migrant Council

Uvalde	La Pryor
Cotulla	Crystal City
Laredo	Eagle Pass

·McAllen Project 1974-1977 Texas Migrant Council

Weslaco	Edcouch
McAllen	Donna
Brownsville	Raymondville
San Benito	

At the present time, Texas A&I University is working in the Wintergarden area and in the Rio Grande Valley area.

The program has been funded by the Office of Child Development since 1975.

·Rio Grande Valley Area (1975-1977) OCD

Raymondville	Weslaco
Edcouch	Elsa
Harlingen	Pharr
Mission	San Benito

·Wintergarden Area (1975-1977) OCD

Uvalde	Crystal City
Eagle Pass	Carrizo Springs
Laredo	

Prime Factors Guiding Curriculum Development

There were two over-riding factors that were considered at every turn as the programs outlined above evolved and the curriculum was developed. The first was demographic. Since many of the students with which the trainees worked were Spanish dominant migrant children, research was done on the teaching of linguistically and culturally different children to insure that pertinent and relevant materials were developed and used. The second was geographic. Some of the areas served were geograhically isolated, the farthest one being the Wintergarden area, 200 miles one-way from CDA Headquarters in Kingsville. This area was so removed that Trainers had to travel long distances to meet with Trainees. Consequently, in order to maximize efforts, a primary goal became to individualize instruction as much as possible by developing materials that enhanced self-direction.

CURRICULUM DESCRIPTION

The Bilingual Bicultural CDA Training Program is aimed at increasing the CDA candidate's knowledge and skills in a wide range of content areas and at the overall goal of helping the CDA candidate become more responsive to the needs of Spanish speaking children. Each of the eighteen modules contribute to the total preparation of the candidate in early childhood education.

In conceptualizing and organizing the curriculum we were concerned with many facets of development. We therefore developed a curriculum with the following characteristics:

Audio-Visual Each of the eighteen modules contains filmstrips, audio tapes, narratives, charts and learning tasks by which the CDA candidate has varied experiences in learning.

Competency-Based The candidates will be able to demonstrate mastery of various skills such as identification, diagnosis, prescription, implementation and assessment in each of the eighteen modules of the curriculum.

Self-paced Auto-tutorial The candidates will progress through the curriculum at their own pace of learning. Most of the responsibility for learning the material will be placed on the individual trainees.

Individually-prescribed Instruction The fact that the curriculum consists of modules will allow the candidate to first work on the module or modules which address themselves to the most immediate needs. Not all trainees will be working on the same module at the same time.

Built-in Assessment Instruments There will be different kinds of instruments to assess the trainees' immediate needs; to assess the level of competence and to assess the mastery of content areas. The candidate's rate of progress and attitudes towards materials will also be measured.

Bilingual-Bicultural Curriculum materials will be available in both Spanish and English. The teaching strategies in each of the modules, when appropriate, will be bilingual-bicultural in nature. Special attention will also be given to cognitive styles.

Re-cycle Process The curriculum will have learning activities by which a candidate may re-cycle if competency is not accomplished through the first cycle of activities. If necessary, there is a third cycle of learning activities for each of the eighteen modules.

The curriculum is organized into eighteen (18) modules. The thirteen functional areas form the basis for the modules. Attached is a trainee's assessment profile which demonstrates the curriculum's organization.

On the first column (left hand side) is a list of the functional areas. Next to this column are the topics of the modules we have identified for each of the functional areas. These modules contain various activities that help the candidates gain competence in each of the five skills. These skills are taken from Bloom's Taxonomy of Skills. These five skills will be taught in each of the eighteen modules. They are as follows:

Identification In the identification activities the trainee will become knowledgeable of the content matter pertaining to that particular topic by viewing a filmstrip and/or reading assigned materials which we call narratives. A filmstrip and a narrative are included in each of the modules.

Diagnosis In these activities the trainee will acquire the skill to diagnose situations pertaining to the respective topic of the module. The trainee will gain competence in the ability to diagnose by completing the task or tasks assigned in a particular module.

Prescription In these particular activities the trainee will learn to prescribe a plan of action to correct or alleviate a problem that might exist in the classroom pertaining to this particular area of learning. The candidate will acquire this skill by completing the assigned tasks.

Implementation In these activities the trainee will acquire the skill to implement his or her plan of action based on his diagnosis. The candidate will develop this skill through assigned tasks, practice, role playing sessions and by observation and assistance from the field supervisor.

Assessment In these particular activities the candidate will acquire the skill to evaluate the results of the diagnostic, prescriptive and implementation process. The trainee will learn this by means of assigned tasks and assessment instruments, in addition to observations and consultations by/with the field supervisor.

As the trainee completes each of the activities, the lower section of the numbered square of the trainee's assessment profile will be checked or darkened in by the field supervisor to show that the particular activity has been completed by the candidate.

WHAT ARE LEARNING MODULES?

The National Office of Child Development defines "learning module" in the following manner:

> "A learning module is a structure for experiences and activities designed to help a learner acquire and demonstrate a specific competency or group of competencies in an effective and efficient manner."

In this particular training program, there are eighteen modules that are used in such a fashion that the individual students can progress at their own pace. Each module contains three cycles of activities. Thus, it gives the candidate three alternatives in the learning activities. The learning module then has provisions

for helping the student identify strengths and weaknesses in regard to the specific competency and offers several alternatives to acquire that competency.

MODULE COMPONENTS

The curriculum modules consist of the following components or aspects:

Objectives Each module contains a set of objectives which state in behavioral terms what the candidate is expected to demonstrate after the completion of a module. The objectives are descriptions of the intended learning outcome. In other words, the output of a learning module is something that is observable (a lesson plan, an activities lest, a room arrangement, etc.) or an observable teaching performance (a teaching strategy, a special way of working with children, etc).

Initial Evaluation (Pre-assessment) The initial evaluation procedure helps to determine whether or not the candidate needs to go through the learning activities of the module. This decision is agreed upon by both the candidate and the trainer. This initial evaluation consists of the following three steps:

1. The candidate performs a self evaluation by answering a questionnaire.

2. The trainee evaluates the candidate based on classroom observations.

3. Both the candidate and the trainer come to an agreement as to whether or not the candidate needs to gain further competency in that particular module.

This component provides the student with feedback that will help the candidate identify additional training needs. If necessary, this component provides information to both the candidate and the trainer in deciding which activities would be helpful in gaining competencies in the specific area.

Learning Experiences and Activities The learning activities components of the modules are the means to competency, not the end. The candidate must demonstrate competency rather than simply complete the activities. The candidate will soon realize that completion of the module depends on what they can do rather than which activities they have completed. The trainer and candidate should select activities which they feel are important and will help the candidate to attain competence. Also, the candidate will be given the freedom to design and create experiences he or she believes will help achieve the objectives.
In addition, the learning activities in each of the three cycles of each module should be completed in sequence. The activities within each cycle are arranged in such a manner as to more likely assist the candidate in achieving the goals of the module.

Module Completion Evaluation (Post Assessment) The purpose of this component is to determine if the student has mastered the competencies according to the stated criteria and to provide feedback to the candidate concerning the need, if any, for further training.
The candidate working with the trainer, will help develop this evaluation procedure or select from a list of procedures the candidate feels would fairly assess his or her competence. The evaluation should be focused on the objectives of the module. However, the trainer needs to be aware of the competencies that are missing from the student's performance as part of the total training process and integration of skills. The procedure needs to be carefully reviewed to be sure each competency in the learning module is being appraised. The candidate should be told of the weaknessess of the evaluation as well as the strengths. The trainee should not consider the evaluation as a totally reliable procedure that guarantees his or her mastery of the competency, but rather a means of documenting what he or she has done.
The Post-evaluation produces a simple yes or no statement about the student's mastery of the competency. If the candidate has met the objectives she may move to another module; if not, the candidate needs aditional training as determined by the candidate and the trainer. Then, if necessary, the candidate goes through another cycle of activities within the same module.

TRAINEE WORK PLAN

TRAINEE _____ Date Initiated _____ Date Completed _____ Supervisor _____

MODULE		MODULES ALREADY COMPETENT IN	FURTHER WORK REQUIRED	PRIORITIES	STARTING DATE	COMPLETED DATE
SAFETY	1					
HEALTH	2					
OUTDOOR ENVIRONMENT	3					
INDOOR ENVIRONMENT	4					
MOTOR DEVELOPMENT	5					
HANDICAPPED	6					
CULTURAL VALUES AND COGNITIVE STYLES	7					
COGNITIVE STYLES	8					
TEACHING STRATEGIES	9					
COMMUNICATION CHANNELS	10					
LANGUAGE AS A SECOND LANGUAGE	11					
CREATIVITY	12					
SELF- CONCEPT	13					
INDIVIDUAL STRENGTHS	14					
SOCIAL	15					
GROUP MANAGEMENT	16					
HOME CENTER COORDINATION	17					
STAFF	18					

TRAINEE ASSESSMENT PROFILE

Trainee _____ Date Initiated _____ Date Completed _____ Supervisor _____

FUNCTIONAL AREAS	#	MODULES	Learning Experiences														
			Identification		Diagnostic			Prescription			Implementation			Assessment			
SAFETY	1	SAFETY	1	2	1	2	3	1	2	3	1	2	3	1	2	3	
HEALTH	2	HEALTH	1	2	1	2	3	1	2	3	1	2	3	1	2	3	
ENVIRONMENT	3	OUTDOOR ENVIRONMENT	1	2	1	2	3	1	2	3	1	2	3	1	2	3	
	4	INDOOR ENVIRONMENT	1	2	1	2	3	1	2	3	1	2	3	1	2	3	
PHYSICAL	5	MOTOR DEVELOPMENT	1	2	1	2	3	1	2	3	1	2	3	1	2	3	
	6	HANDICAPPED	1	2	1	2	3	1	2	3	1	2	3	1	2	3	
COGNITIVE	7	CULTURAL VALUES AND COGNITIVE STYLES	1	2	1	2	3	1	2	3	1	2	3	1	2	3	
	8	COGNITIVE STYLES	1	2	1	2	3	1	2	3	1	2	3	1	2	3	
	9	TEACHING STRATEGIES	1	2	1	2	3	1	2	3	1	2	3	1	2	3	
LANGUAGE ARTS	10	COMMUNICATION CHANNELS	1	2	1	2	3	1	2	3	1	2	3	1	2	3	
	11	LANGUAGE AS A SECOND LANGUAGE	1	2	1	2	3	1	2	3	1	2	3	1	2	3	
CREATIVE	12	CREATIVE	1	2	1	2	3	1	2	3	1	2	3	1	2	3	
SELF-CONCEPT	13	SELF-CONCEPT	1	2	1	2	3	1	2	3	1	2	3	1	2	3	
INDIVIDUAL STRENGTH	14	INDIVIDUAL STRENGTH	1	2	1	2	3	1	2	3	1	2	3	1	2	3	
SOCIAL	15	SOCIAL	1	2	1	2	3	1	2	3	1	2	3	1	2	3	
GROUP MANAGEMENT	16	GROUP MANAGEMENT	1	2	1	2	3	1	2	3	1	2	3	1	2	3	
HOME CENTER COORDINATION	17	HOME CENTER COORDINATION	1	2	1	2	3	1	2	3	1	2	3	1	2	3	
STAFF	18	STAFF	1	2	1	2	3	1	2	3	1	2	3	1	2	3	

MODULE OUTLINE

Completing the Module (steps to follow)

Performance Objectives

Pre-Assessment

Learning Activities

Module Narrative

Module Filmstrip Script

Post-Assessment

COMPLETING THE MODULE

To complete this module, you have to demonstrate your ability to do certain things. These things are called performance objectives, and are listed as "Module Objectives".

In order to decide what learning activities you need to work on, you need to determine what you already know. In order to determine this, an initial evaluation needs to be made. This initial evaluation consists of the following three steps:

1. The candidate performs a self-evaluation by answering a questionnaire pertaining to this module.
2. The trainer evaluates the candidate based on classroom observations of the candidate.
3. Both the candidate and the trainer come to an agreement as to whether or not the candidate needs to gain further competency in this particular module.

Once you know where you are and where you need to go, with the assistance of your trainer, select one of the three learning activities cycles in this module which will help you gain needed knowledge and skills.

If you feel you are ready for the post-assessment, after completing the cycle of activities, decide on the post-assessment procedure with your trainer. This decision should be made with the advise of your trainer. The next step is to decide on whether or not you are competent in relationship to the performance objectives of this module. This decision should be made in agreement with your trainer.

If found to be competent, proceed to the next module on your work plan. If further training is needed select another cycle of activities or create experiences which you and your trainer feel will help you achieve the objectives of the module.

To summarize:

1. Review the objectives of the module.
2. Perform the initial evaluation (pre-assessment)
   a. The candidate performs self-assessment.
   b. The trainer evaluates the candidate.
   c. Candidate and trainer agree on conclusions of assessment.
3. Select the learning activities cycle.
4. Complete the learning activities.
5. Decide on post-assessment procedure.
6. Decide on module competence (post assessment).
7. If found to be competent, proceed to next module on work plan. If further training is needed, select another cycle of activities or create other experiences to help you achieve competency.

TRAINER'S GUIDE

INTRODUCTION

The guide presented here is not a lockstep process telling the trainer what to do at what time and for how long, but rater a detailed and logical explanation of each of the curriculum functional area competencies - their definition as well as their indicators - that gave rise to the development of each of the curriculum modules themselves. The Trainer, one hopes, having read carefully and understood fully each of the functional area definitions and indicators will be free to draw on his/her own, personal teaching attributes to impart knowledge to his/her trainees. Each functional area has the module numbers in parentheses that corresponds to it for quick reference.

COMPETENCIES

Competencies for the CDAs fall into the following six broad areas that are believed to be necessary for staff working in a comprehensive developmental program for preschoolers:

1. Setting up a safe and healthy learning environment;
2. Advancing physical and intellectual competence;
3. Building positive self-concept and individual strength;
4. Organizing and sustaining the positive functioning of children and adults in a group in a learning environment;
5. Bringing about optimal coordination of home and center child rearing practices and expectations; and
6. Carrying out supplementary responsibilities related to the children's program

Within each of these categories there are numerous specific skills or competencies which each CDA must acquire. The competencies are stated broadly so that they can be used as a frame work for training and staff development that reflects the particular needs and preferences of local programs. (The competencies are based on the asumption that broad guidelines can be formulated

without violating the divergent educational views or cultural and ethnic backgrounds of various child care providers.

The following six core competency areas have been integrated with the two BL/BC competencies and are subdivided into their more specific skills which each CDA must acquire:

1. SETTING UP AND MAINTAINING A SAFE AND HEALTHY LEARNING ENVIRONMENT

Functional Area: SAFETY (Module #1)

Defintion: Candidate provides a safe environment by taking necessary measures to reduce and prevent accidents.

This functional area focuses on the physical environment and the measures taken to insure the safety of the children within the group. Both indoor and outdoor facilities should be free of hazardous conditions and unsafe equipment and materials. Careful adult supervision is also necessary to insure the safety of the children.

Indicators: For example, the Candidate:

- has a plan for emergency exit from the building; children and adults are familiar with this plan.
- check equipment regularly to insure that it is in working condition.
- establishes safety rules in the language understood and used by the children and adults in the classroom.
- instructs and practices rules in the fashion that is most effective for the learning styles of the bilingual/ bicultural child.

Functional Area: Healthy (Module #2)

Definition: Candidate provides an environment that is free of factors which may contribute to or cause illness.

This functional area focuses on providing and maintaining a healthy environment for the children in the group. Activities and opportunities for children to acquire and practice good health habits should be provided. Conditions involving a child's illness should be recognized and effectively handled; the nutritional needs of the children should be met; and garbage, debris, etc., that are potentially hazardous to the health of the children within the group should be present.

Indicators: For example, the Candidate:

- has adequate first-aid, tissue and soap supplies available.
- teaches the children about cultural foods and their nutritibe value by integrating the cultural foods into the four basic food groups during snacks and meals and other appropriate activities.
- provides for children's physical comfort and independence in eating.
- communicates with child's parents about food allergies, preferences and cultural or religious restrictions.
- shows knowledge and acceptance of culturally related health practices and beliefs.
- is aware of childhood diseases, their symptoms and how they should be handled.
- assists parents and children to integrate culturally related health practices with medically approved health habits.

Functional Area: LEARNING ENVIRONMENT (Modules #3 & #4)

Definition: Candidate selects materials and equipment and arranges the room to provide an environment conducive to learning and appropriate to the developmental level and learning style of the children.

This functional area focuses on making best use of available facilities to provide a productive learning environment.

Facilities should be used with consideration for the physical, social, emotional intellectual and affective needs of the children within the group.

Indicators: For example, the Candidate:

- selects and uses materials and equipment that stimulate the children intellectually.
- maintains a well-arranged and orderly environment.
- includes and arranges materials which reflect the children's culture(s) and uses them appropriately.

2. ADVANCE PHYSICAL AND INTELLECTUAL COMPETENCE

Functional Area: PHYSICAL (Modules #5 & #6)

Definition: Candidate provides a variety of appropriate equipment, activities and opportunities to promote the physical development of the children.

This functional area focuses on the candidate's ability to determine the physical needs (small and large muscles development, coordination, sensory development, etc.) of the child. Activities to meet these needs should be planned and implemented. There should be provision for the special needs of handicapped children within the grou

Indicators: For example, the Candidate:

- provides materials and equipment to develop large motor skills at appropriate developmental level of the children.
- provided equipment and activities to promote the development of the fine motor skills at appropriate developmental level of the children.
- makes necessary adaptations in program to meet the needs of handicapped children.
- provides, through the child's culture and language, a variety of rhythm dances, games, materials and activities which promote small and large muscle development.

Functional Area: COGNITIVE (Modules #7, #8, & #9)

Definition: Candidate provides activities and experiences which encourage questioning, probing and problem-solving skills appropriate to the development level and individual learning style of the children.

This functional area focuses on developing the children's thinking and problem-solving abilities by providing a variety of stimulating culturally and linguistically relevant activities and experiences. The child's conceptual development must be expanded by using teaching strategies that are compatible with the child's individual learning style.

Indicators: For example, the Candidate:

- helps children develop concepts related to space, time, numbers, through use of culturally relevant materials.
- provides materials and equipment for exploration and experimentation in science activities.
- provides challenging experiences that stimulate curiosity and motivate the children to learn.
- assesses cognitive skills.
- provides inductive and deductive reasoning activities.

Functional Area: LANGUAGE (Modules #10 & #11)

Definition: Candidate helps children acquire and use their first and second language as a means of communicating their thoughts and feelings and of understanding others.

This functional area focuses on developing the child's communicative skills, both verbal and non-verbal. In bilingual settings, it includes the ability to promote development of the child's first language, and facilitates the learning of the child's second language.

Indicators: For example, the Candidate:

- provides a variety of opportunities for the children to acquire competency in both languages.

- helps children associate word-meaning with concrete culturally related experiences in either language.

- encourages verbal and non-verbal expression of both languages in both formal and informal situations.
- responds positively to the child's language usage, and communicates easily and effectively with adults and children who are using regional dialect.

- provides a variety of developmentally appropriate language experiences in both languages in the daily curriculum.

- begins and completes sentences utilizing one language at a time.

- assesses language dominance in children through observation and instrument techniques.

- praise and corrects in both languages.

Functional Area: CREATIVE (Module #12)

Definition: Candidate provides a variety of culturally related experiences and media that stimulate children to explore and express their creative abilities.

This functional area focuses on providing opportunities for children to exercise their creative abilities, explore and experiment with a variety of media not only through art, music and dramatic activities, but in all aspects of the program.

Indicators: For example, the Candidate:

- encourages creative expression of feelings and ideas that incorporate local culture into music, dance and all other creative activities.

- provides activities, materials and equipment that encourage creative endeavors including the use of those materials common in the child's environment.

3. BUILD POSITIVE SELF-CONCEPT AND INDIVIDUAL STRENGTH

Functional Area: SELF-CONCEPT (Module #13)

Definition: Candidate helps each child to know, accept and appreciate himself/herself as an individual.

This functional area focuses on helping each child to develop a sense of awareness and esteem; to express his/her feelings and accept those feelings; and to develop pride as an individual and a member of a cultural/ethnic group.

Indicators: For example, the Candidate:

- helps each child to have success experiences.
- helps each child to become aware of and exercise control over his/her own body.
- shows respect and acceptance of culture and language of all children in the classroom.
- shows knowledge and acceptance of culturally and linguistically appropriate reinforcement practices familiar to the children.
- shows understanding and acceptance of the various ways culturally different people express their emotions.

Functional Area: INDIVIDUAL STRENGTH (Module #14)

Definitions: Candidate helps each child develop a sense of independence and acquire the ability to express, understand and control his/her feelings.

This functional area focuses on helping the child develop a sense of independence and providing opportunities for child to assume responsibility, both within the group and for himself/herself. Each child should be motivated to function to his/her maximum potential.

Indicators: For example, the Candidate:

- encourages children in development of self-help skills.
- provides a balance of success experiences with challenging experiences.

- helps children find acceptable ways of expressing negative feelings.

- shows understanding and acceptance of the value systems of each child in the classroom.

4. ORGANIZE AND SUSTAIN THE POSITIVE FUNCTIONING OF CHILDREN AND ADULTS IN A GROUP IN A LEARNING ENVIRONMENT

Functional Area: SOCIAL (Module #15)

Definition: Candidate helps the children to learn to get along with others and encourages feelings of mutual respect among the children in the group.

This functional area focuses on expanding the child's social skills learned in the home environment. Additional social skills are developed that are necessary for children to function as productive members of a classroom. Children should be encouraged to work and play cooperatively. Individual and group rights that are taught in the home environment should be respected by children and adults in the groups.

Indicators: For example, the Candidate:

- provides a culturally responsive environment in which children can work cooperatively and comfortabley in a group.

- establishes classroom rules that help children respect the property and rights of others.

- models and encourages children to learn and develop positive attitudes towards peers, parents, extended family and other adults in the local community.

Functional Area: GROUP MANAGEMENT (Module #16)

Definition: Candidate provides the group with a positive routine and with simple rules that are stated, understood and accepted in the first and second language by children and adults.

This functional area focuses on organizing and implementing a positive and comfortable routine within the room by establishing realistic limits, by the effective use of time, by providing for active and quiet activities, and by planning orderly transitions from one activity to another.

Indicators: For example, the Candidate:

- allows for active and quiet periods.
- allows for both independent and cooperative working periods depending on needs of children.
- shows responsibility with other adults for planning, implementing and evaluating activities of the group.
- schedules activities in consideration of the needs of children,
- uses classroom management techniques compatible with a child's learning style.
- uses classroom management techniques, taking into consideration the child's cultural attitudes toward time, space and property.
- uses classroom management techniques taking into consideration the child's value system (i.e., values regarding competition),

5. BRING ABOUT OPTIMAL COORDINATION OF HOME AND CENTER CHILD-REARING PRACTICES AND EXPECTATIONS

Functional Area: HOME-CENTER (Module #17)

Definition: Candidate establishes positive and productive relationships with parents and encourages them to participate in the center's activities.

This functional area focuses on the ability to support, encourage and provide opportunities for parents to get involved in center activities, to be sensitive to and knowledgeable about cultural/ethnic background of the children and their families, to use this knowledge of cultural difference in the planning of the total program; and to provide opportunities to exchange information about the children's progress and special

needs with their parents.

Indicators: For example, the Candidate:

- demonstrates ability to speak, read and write in the language of the parents and the children.
- communicates verbally and in writing with the parents in their language.
- provides culturally and linguistically relevant curriculum which the child could take home to reinforce classroom practices.
- provides curriculum which recognizes and utilizes relevant aspects of the family and the community.
- establishes and promotes productive relationships with parents, so as to increase the center's ability to assist parents in meeting their child-rearing responsibilities in such areas as helath, nutrition, and medical practices and child growth and development.
- provides opportunities for parents to share their skills and talents in the classroom as one method of incorporating relevant cultural experiences into the curriculum.
- encourages participation in parent-advisory groups at the center.
- makes periodic contact with parents through home visits, informal notes, telephone calls and individual conferences.

6. CARRY OUT SUPPLEMENTARY RESPONSIBILITIES RELATED TO THE CHILDREN'S PROGRAMS

Functional Area: STAFF (Module #18)

Definition: Candidate works cooperatively with other staff members where the center's plans, activities, policies and rules are concerned.

This functional area focuses on those support activities that are necessary for the effective functioning of the center and its groups. Records concerning the growth, behavior and progress of each child

should be maintained. Activities of the group should be planned in conjunction with the goals of the center. Available community resources should be utilizes. Participation and general cooperation with other center personnel should be evidenced.

Indicators: For example, the Candidate:

- develops and constructs, and/or adapts bilingual/bicultural instructional material applicable to the children they serve.

- knows what resources are available from state and local agencies to assist in implementing bilingual/bicultural programs.

- identifies and uses local and state bilingual/bicultural resource persons to assist in staff training.

- shows interest in furthering professional growth by attending workshops, seminars, and conferences and by subscribing to and reading relevant material related to bilingual/bicultural preschool education.

- is able to promote the concept of bilingual/bicultural education in the community.

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